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ABSTRACT

Based on survey data and written for educators and parents, this book examines the role of war play in early childhood education settings, its potential negative effects, and what educators might do to limit these effects. This examination is offered from both a developmental and a sociopolitical view. Four approaches to solving potential problems resulting from war play are discussed: banning war play; taking a laissez-faire approach; allowing war play with defined limits; and facilitating war play. The book discusses differences between parents' and teachers' approaches to war play and offers guidelines and strategies for approaching war play in the classroom. Among these include supporting those children not interested in war play and using the issues that arise out of children's war play as subjects for classroom discussion. The document includes four appendices which present a sample of the questionnaires and responses used to develop the book, samples of curriculum webs which integrate war play, examples of record keeping forms for lessons involving war play, and an annotated list of organizations dealing with peace education and war toy issues. (Contains 84 references.) (JW)

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